

Spanish Language Arts – Prekindergarten – Grade 5 Vertical Alignment Matrix (2013-2014)

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: Reading	Reading/Beginning Reading Skills/Print Awareness Students understand how Spanish is written and printed. Students are expected to:						
	III.A.3. Child asks to be read to or asks the meaning of written text.	SLA.K.1A Recognize that spoken words can be represented by print for communication.	SLA.1.1A Recognize that spoken words are represented in written Spanish by specific sequences of letters.				
	III.C.1. Child names at least 20 upper and at least 20 lower case letters.	SLA.K.1B Identify upper and lower-case letters.	SLA.1.1B Identify all upper- and lower-case letters.				
		SLA.K.1C Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.					
		SLA.K.1D Recognize the difference between a letter and a printed word.					
			SLA.1.1C Sequence the letters of the alphabet.				
		SLA.K.1E Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping).	SLA.1.1D Recognize the distinguishing features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, the em dash to indicate dialogue).	SLA.2.1 Distinguish features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue).			
	III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.	SLA.K.1F Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.	SLA.1.1E Read texts by moving from top to bottom of the page and tracking words from left to right with return sweep.				
	SLA.K.1G Identify different parts of a book (e.g., front and back covers, title page).	SLA.1.1F Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).					



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Strand 1: Reading	Reading/Beginning Reading Skills/Phonological Awareness Students display phonological awareness. Students are expected to:						
	III.B.1. Child separates a normally spoken four word sentence into individual words.	SLA.K.2A Identify a sentence made up of a group of words.					
		SLA.K.2B Identify syllables in spoken words.					
	III.B.6. Child can produce a word that rhymes with a given word.	SLA.K.2C Orally generate rhymes in response to spoken words (e.g., "¿Qué rima con mesa?").	SLA.1.2A Orally generate a series of original rhyming words using a variety of endings (e.g., -ita, -osa, -ión).				
	II.C.2. Child perceives differences between similar sounding words.	SLA.K.2D Distinguish orally presented rhyming pairs of words from non-rhyming pairs.	SLA.1.2D Distinguish orally presented rhyming pairs of words from non-rhyming pairs.				
	III.B.4. Child combines syllables into words						
	III.B.10. Child recognizes and blends two phonemes into real words with pictorial support.		SLA.1.2B Recognize the change in a spoken word when a specified syllable or phoneme is added, changed, or removed (e.g., "ma-lo" to "ma-sa"; "to-mo" to "co-mo").				
		SLA.K.2F Blend spoken phonemes to form syllables and words (e.g., /m/ .../a/ says ma, ma-pa says "mapa").	SLA.1.2C Blend spoken phonemes to form syllables and words (e.g., sol, pato).				
		SLA.K.2G Isolate the initial syllabic sound in spoken words (e.g., /pa/ta/, /la/ta/, /ra/ta/).					
	III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	SLA.K.2E Recognize spoken alliteration or groups of words that begin with the same initial sound (e.g., "Pepe Pecas pica papas").					



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Strand 1: Reading			SLA.1.2E Identify syllables in spoken words, including diphthongs and <i>hiatus</i> (le-er, rí-o; quie-ro, na-die, ra-dio).					
		SLA.K.2H Separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/).	SLA.1.2F Separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no).					
	Reading/Beginning Reading Skills/Phonics Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:							
		SLA.K.3A Decode the five vowel sounds.	SLA.1.3A Decode the five vowel sounds.					
		SLA.K.3B Decode syllables.	SLA.1.3B Decode syllables.					
	III.C.2. Child recognizes at least 20 letter sounds. III.C.3. Child produces the correct sounds for at least 10 letters.	SLA.K.3C Use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g".	SLA.1.3C Use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g".					
		SLA.PK.3B Identify high-frequency words of interest.	SLA.PK.3B Identify high-frequency words of interest.	SLA.PK.3B Identify high-frequency words of interest.				
		SLA.K.3D Decode the written "y" when used as a conjunction (e.g., "mamá y papá").	SLA.1.3D Decode the written "y" when used as a conjunction (e.g., "mamá y papá").					
III.C.3. Child produces the correct sounds for at least 10 letters.	SLA.K.3H Use knowledge of consonant/vowel sound relationships to decode syllables and words in text and independent of content (e.g., CV, VC, CVC, CVCV words).	SLA.1.3E.i Decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including open syllable (e.g., CV, la; VCV, ala; CVCV, toma).	SLA.2.2A.i Decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including open syllable (CV) (e.g., la/la-ta; to/to-ma).					



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Strand 1: Reading			AR SLA.1.3E.ii Decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including closed syllable (e.g., VC, un; CVC, mes).	SLA.2.2A.ii Decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including closed syllable (CVC) (e.g., mes, sol).			
			AR SLA.1.3E.iii Decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including consonant blends (e.g., bra/bra-zo; glo/glo-bo).	SLA.2.2A.v Decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including consonant blends (e.g., bra/bra-zo; glo/glo-bo).			
				SLA.2.2A.iii Decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including diphthongs (e.g., viernes, pie, fui).			
				SLA.2.2A.iv Decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including hiatus (e.g., fideo, poeta).			
				SLA.2.2B Use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca).	SLA.3.1A Use orthographic rules to segment and combine syllables including diphthongs (e.g., na-die, ra-dio).		
		SLA.K.3E Become familiar with the concept that "h" is silent.	SLA.1.3F Decode words with silent "h".	SLA.2.2C Decode words with silent "h" with increasing accuracy.	SLA.3.1B Decode words with silent "h" with increasing accuracy.		



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Strand 1: Reading		SLA.K.3F Become familiar with the digraphs /ch/, /rr/.	SLA.1.3E.iv Decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro).	SLA.2.2A.vi Decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro).			
			SLA.1.3G Decode words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita.	SLA.2.2D Become familiar with words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita.	SLA.3.1C Decode words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita.		
		SLA.K.3G Become familiar with the concept that "ll" and "y" have the same sound (e.g., llave, ya).	SLA.1.3H Decode words that have the same sounds represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "s," "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela).	SLA.2.2E Decode words that have the same sounds represented by different letters with increased accuracy (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "s," "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela).	SLA.3.1D Develop automatic recognition of words that have the same sounds represented by different letters with increased accuracy (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "s," "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela).		
				SLA.2.2F Read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso).	SLA.3.1E Read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso).		
				SLA.2.2G Identify and read abbreviations (e.g., Sr., Dra.).			



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Strand 1: Reading			SLA.1.3I Identify the stressed syllable (<i>sílaba tónica</i>).	SLA.2.2H Identify the syllable that is stressed (<i>sílaba tónica</i>).	SLA.3.1F Use knowledge of syllabication to identify the syllable that is stressed (<i>sílaba tónica</i>).		
			SLA.1.3J Decode words with an orthographic accent (e.g., papá, mamá).	SLA.2.2I Decode words with an orthographic accent (e.g., papá, avión).	SLA.3.1G Decode words with an orthographic accent (e.g., día, también, después).		
		SLA.K.3I Recognize that new words are created when syllables are changed, added, or deleted.					
			SLA.1.3K Use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelata, salvavidas).	SLA.2.2J Use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, sobrecama).	SLA.3.1H Use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas).		
					SLA.3.1I Monitor accuracy in decoding words that have same sound represented by different letters.		
Reading/Beginning Reading/Strategies Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:							
III.D.3. Child asks and answers appropriate questions about the book.	SLA.K.4A Predict what might happen next in text based on the cover, title, and illustrations.	SLA.1.4A Confirm predictions about what will happen next in text by "reading the part that tells".	SLA.2.3A Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions.	SLA.3.2A Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions.			
III.D.3. Child asks and answers appropriate questions about the book.	AR SLA.K.4B Ask and respond to questions about texts read aloud.	AR SLA.1.4B Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.	SLA.2.3B Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	SA SLA.3.2B Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.			



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Strand 1: Reading			SLA.1.4C Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, rereading a portion aloud).	SLA.2.3C Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, rereading a portion aloud).	SLA.3.2C Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, rereading a portion aloud).			
	Reading/Fluency Students read grade-level text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. Students are expected to:							
	III.A.1. Child engages in pre- reading and reading-related activities.		SLA.1.5A Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	SLA.2.4A Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	SLA.3.3A Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	SLA.4.1A Read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.	SLA.5.1A Read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.	
	Reading/Vocabulary Development Students understand new vocabulary and use it when reading and writing. Students are expected to:							
	II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	AR SLA.K.5A Identify and use words that name actions, directions, positions, sequences, and locations.	SLA.1.6A Identify words that name actions (verbs) and words that name persons, places, or things (nouns).					
		SLA.K.5B Become familiar with grade appropriate vocabulary including content and function words.						
III.B.2. Child combines words to make a compound word. III. B.3. Child deletes a word from a compound word.	AR SLA.K.5C Recognize that compound words are made by putting two words together (e.g., saca + puntas = sacapuntas).	SLA.1.6B Determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., paraguas).						



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Strand 1: Reading				AR SLA.2.5A Use prefixes and suffixes to determine the meaning of words (e.g., componer/ descomponer; obedecer/ desobedecer).	R SLA.3.4A Identify the meaning of common prefixes (e.g., ex-, des-) and suffixes (e.g., -era, -oso), and know how they change the meaning of roots.	R SLA.4.2A Determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes.	R SLA.5.2A Determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes.	
	II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.		SLA.1.6C Determine what words mean from how they are used in a sentence, either heard or read.	AR SLA.2.5B Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	R SLA.3.4B Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (e.g., <i>vino</i> -la bebida; <i>vino</i> -del verbo venir).	R SLA.4.2B Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	R SLA.5.2B Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	
	II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	SLA.K.5D Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, sizes, textures).	SLA.1.6D Identify and sort words into conceptual categories (e.g., opposites, living things).	SLA.2.5C Identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning.	S SLA.3.4C Identify and use antonyms, synonyms, and homophones (e.g., tubo, tuvo).	SLA.4.2C Complete analogies using knowledge of antonyms and synonyms (e.g., boy: girl as male: ____ or girl: woman as boy: ____).	SLA.5.2C Produce analogies with known antonyms and synonyms.	
	II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.					SLA.3.4D Identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles).	SLA.4.2D Identify the meaning of common idioms.	SLA.5.2D Identify and explain the meaning of common idioms, adages, and other sayings.
	II.D.4. Child uses a large speaking vocabulary, adding several new words daily.							
		SLA.K.5E Use a picture dictionary to find words.	SLA.1.6E Alphabetize a series of words to the first or second letter and use a dictionary to find words.	SLA.2.5D Alphabetize a series of words and use a dictionary or a glossary to find words.	SLA.3.4E Alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings and syllabication of unknown words.	R SLA.4.2E Use a dictionary or glossary to determine the meanings, spelling, and syllabication of unknown words.	R SLA.5.2E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, spelling, alternate word choices, and parts of speech of words.	



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: Reading	Reading/Reading Comprehension Skills (Figure 19) Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:						
	II.A.1. Child shows understanding by responding appropriately.	SLA.K.Fig19A Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).	SLA.1.Fig19A Establish purposes for reading selected texts based upon desired outcome to enhance comprehension.	SLA.2.Fig19A Establish purposes for reading selected texts based upon content to enhance comprehension.	SLA.3.Fig19A Establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension.	SLA.4.Fig19A Establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension.	SLA.5.Fig19A Establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension.
	III.D.3. Child asks and answers appropriate questions about the book.	SLA.K.Fig19B Ask and respond to questions about text.	SLA.1.Fig19B Ask literal questions of text.	SLA.2.Fig19B Ask literal questions of text.	SLA.3.Fig19B Ask literal, interpretive, and evaluative questions of text.	SLA.4.Fig19B Ask literal, interpretive, and evaluative questions of text.	SLA.5.Fig19B Ask literal, interpretive, evaluative, and universal questions of text.
		SLA.K.Fig19C Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud).	SLA.1.Fig19C Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud).	SLA.2.Fig19C Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, and generating questions).	SLA.3.Fig19C Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, and generating questions).	SLA.4.Fig19C Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, and generating questions).	SLA.5.Fig19C Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, and generating questions).
	III.D.2. Child uses information learned from books by describing, relating, categorizing or comparing and contrasting.	AR SLA.K.Fig19D Make inferences based on the cover, title, illustrations, and plot.	AR SLA.1.Fig19D Make inferences about text and use textual evidence to support understanding.	AR SLA.2.Fig19D Make inferences about text using textual evidence to support understanding.	R SLA.3.Fig19D Make inferences about text and use textual evidence to support understanding.	R SLA.4.Fig19D Make inferences about text and use textual evidence to support understanding.	R SLA.5.Fig19D Make inferences about text and use textual evidence to support understanding.
	III.D.1. Child retells or reenacts a story after it is read aloud.	AR SLA.K.Fig19E Retell or act out important events in stories.	AR SLA.1.Fig19E Retell or act out important events in stories in logical order.	AR SLA.2.Fig19E Retell important events in stories in logical order.	R SLA.3.Fig19E Summarize information in text maintaining meaning and logical order.	R SLA.4.Fig19E Summarize information in text maintaining meaning and logical order.	R SLA.5.Fig19E Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.



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Strand 1: Reading	III.D.2. Child uses information learned from books by describing, relating, categorizing or comparing and contrasting.	SLA.K.Fig19F Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	SLA.1.Fig19F Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	SLA.2.Fig19F Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	SLA.3.Fig19F Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	Ⓡ SLA.4.Fig19F Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	Ⓡ SLA.5.Fig19F Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.	
	Reading Comprehension of Literary Text/Theme and Genre Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:							
	III.D.3. Child asks and answers appropriate questions about the book.	Ⓡ SLA.K.6A Identify elements of a story including setting, character, and key events.		SLA.2.6B Compare different versions of the same story in traditional and contemporary folktales (and other genres) with respect to their characters, settings, and plot.	SLA.3.5B Compare and contrast the settings in myths and traditional folktales.			
						Ⓢ SLA.4.3B Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature, and other genres.		
							Ⓢ SLA.5.3B Describe the phenomena explained in origin myths from various cultures.	
		SLA.K.6B Discuss the big idea (theme) of a well-known folk tale, fable and connect it to personal experience.	Ⓡ SLA.1.7A Connect the meaning of a well-known story or fable to personal experiences.	SLA.2.6A Identify moral lessons as themes in well-known fables, legends, myths, stories (or other genres).	Ⓢ SLA.3.5A Paraphrase the themes and supporting details of fables, legends, myths, or stories.	Ⓢ SLA.4.3A Summarize and explain the lesson or message of a work of fiction as its theme.	Ⓢ SLA.5.3A Compare and contrast the themes or moral lessons of several works of fiction from various cultures.	
						Ⓢ SLA.5.3C Explain the effect of a historical event or movement on the theme of a work of literature.		



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Strand 1: Reading		SLA.K.6D Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.	SLA.1.7B Explain the function of recurring phrases (e.g., "Había una vez" or "Colorín Colorado, este cuento se ha acabado") in traditional folk- and fairy tales.					
		SLA K.6C Recognize sensory details.						
	Reading/Comprehension of Literary Text/Poetry Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:							
	III.B.6 Child can produce a word that rhymes with a given word.	SLA.K.7A Respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.	SLA.1.8A Respond to and use rhythm, rhyme, and alliteration in poetry.	SLA.2.7A Describe how rhyme, rhythm, and repetition interact to create images in poetry.	Ⓢ SLA.3.6A Describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	Ⓢ SLA.4.4A Explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	Ⓢ SLA.5.4A Analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.	
	Reading/Comprehension of Literary Text/Drama Students understand, and make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:							
				SLA.2.8A Identify the elements of dialogue and use them in informal plays.	SLA.3.7A Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	Ⓢ SLA.4.5A Describe the structural elements particular to dramatic literature.	SLA.5.5A Analyze the similarities and differences between an original text and its dramatic adaptation.	
	Reading/Comprehension of Literary Text/Fiction Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:							
	III.D.1. Child retells or reenacts a story after it is read aloud.	Ⓐ SLA.K.8A Retell a main event from a story read aloud.	Ⓐ SLA.1.9A Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.	Ⓐ SLA.2.9A Describe similarities and differences in the plots and settings of several works by the same author.	Ⓐ SLA.3.8A Sequence and/or summarize the plot's main events and explain their influence on future events.	Ⓐ SLA.4.6A Sequence and summarize, the plot's main events and explain their influence on future events.	Ⓐ SLA.5.6A Describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.	



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 1: Reading	III.D.3. Child asks and answers appropriate questions about the book.	AR SLA.K.8B Describe characters in a story and the reasons for their actions.	AR SLA.1.9B Describe characters in a story and the reasons for their actions and feelings.	AR SLA.2.9B Describe main characters in works of fiction, including their traits, motivations, and feelings.	R SLA.3.8B Describe the interaction of characters including their relationships and the changes they undergo.	R SLA.4.6B Describe the interaction of characters including their relationships and the changes they undergo.	R SLA.5.6B Explain the roles and functions of characters in various plots, including their relationships and conflicts.	
					SLA.3.8C Identify whether the narrator or speaker of a story is first or third person.	S SLA.4.6C Identify whether the narrator or speaker of a story is first or third person.	S SLA.5.6C Explain different forms of third-person points of view in stories.	
	Reading/Comprehension of Literary Text/Literary Nonfiction Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:							
			SLA.1.10A Determine whether a story is true or a fantasy and explain why.	AR SLA.2.10A Distinguish between fiction and nonfiction.				
					S SLA.3.9A Explain the difference in point of view between a biography and autobiography.	S SLA.4.7A Identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	S SLA.5.7A Identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	
	Reading/Comprehension of Literary Text/Sensory Language Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:							
		SLA.1.11A Recognize sensory details in literary text.	SLA.2.11A Recognize that some words and phrases have literal and non-literal meanings that may appeal to the senses. (e.g., take steps).	S SLA.3.10A Identify language that creates a graphic visual experience and appeals to the senses.	S SLA.4.8A Identify the author's use of similes and metaphors to produce imagery.	R SLA.5.8A Evaluate the impact of sensory details, imagery, and figurative language in literary text		



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: Reading	Reading/Comprehension of Text/Independent Reading Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:						
			SLA.1.12A Read independently for a sustained period of time.	SLA.2.12A Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	SLA.3.11A Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	SLA.4.9A Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	SLA.5.9A Read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
	Reading/Comprehension of Informational Text/Culture and History Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:						
		SLA.K.9A Identify the topic of an informational text heard.	SLA.1.13A Identify the topic and explain the author's purpose in writing about the text.	SLA.2.13A Identify the topic and explain the author's purpose in writing the text.	® SLA.3.12A Identify the topic and locate the author's stated purposes in writing the text.	® SLA.4.10A Explain the difference between a stated and an implied purpose for an expository text.	© SLA.5.10A Draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
	Reading/Comprehension of Informational Text/Expository Text Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:						
	II.A.1. Child shows understanding by responding appropriately.		AR SLA.1.14A Restate the main idea, heard or read.	AR SLA.2.14A Identify the main idea in a text and distinguish it from the topic.	® SLA.3.13A Identify the details or facts that support the main idea.	® SLA.4.11A Summarize the main idea and supporting details in text in ways that maintain meaning.	® SLA.5.11A Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.
	III.D.2. Child uses information learned from books by describing, relating, categorizing or comparing and contrasting.	AR SLA.K.10A Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.	AR SLA.1.14B Identify important facts or details in text, heard or read.	AR SLA.2.14B Locate the facts that are clearly stated in a text.		© SLA.4.11B Distinguish fact from opinion in a text and explain how to verify what is a fact.	© SLA.5.11B Determine the facts in text and verify them through established methods.
	III.A.1 Child engages in pre-reading and reading-related activities.	AR SLA.K.10B Retell important facts in a text, heard or read.	AR SLA.1.14C Retell the order of events in a text by referring to the words and/or illustrations.	AR SLA.2.14C Describe the order of events or ideas in a text.			
		AR SLA.K.10C Discuss the ways authors group information in text.			® SLA.3.13C Identify explicit cause and effect relationships among ideas in texts.	® SLA.4.11C Describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or	® SLA.5.11C Analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast,



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 1: Reading						comparison.	sequential order, logical order, classification schemes) influences the relationships among the ideas.	
			AR SLA.1.14D Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	AR SLA.2.14D Use text features (e.g., table of contents, index, headings) to locate specific information in text.	R SLA.3.13D Use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	R SLA.4.11D Use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	R SLA.5.11D Use multiple text features and graphics to gain an overview of the contents of text and to locate information.	
		AR SLA.K.10D Use titles and illustrations to make predictions about text.			R SLA.3.13B Draw conclusions from the facts presented in text and support those assertions with textual evidence.			
							R SLA.5.11E Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	
	Reading/Comprehension of Information Text/Persuasive Text Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support analysis. Students are expected to:							
								S SLA.5.12A Identify the author's view-point or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.
						SLA.3.14A Identify what the author is trying to persuade the reader to think or do.	SLA.4.12A Explain how an author uses language to present information to influence what the reader thinks or does.	S SLA.5.12B Recognize exaggerated, contradictory, or misleading statements in text.



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: Reading	Reading/Comprehension of Informational Text/Procedural Texts Students understand how to glean and use information in procedural texts and documents. Students are expected to:						
	II.A.2 Child shows understanding by following two-step oral directions and usually follows three-step directions.	SLA.K.11A Follow pictorial directions (e.g., recipes, science experiments).	SLA.1.15A Follow written multi-step directions with picture cues to assist with understanding.	SLA.2.15A Follow written multi-step directions.	SLA.3.15A Follow and explain a set of written multi-step directions.	Ⓢ SLA.4.13A Determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	Ⓢ SLA.5.13A Interpret details from procedural text to complete a task, solve a problem, or perform procedures.
	III.A.3. Child asks to be read to or asks the meaning of written text.	SLA.K.11B Identify the meaning of specific signs (e.g., traffic signs, warning signs).	SLA.1.15B Explain the meaning of specific signs and symbols (e.g., map features).	SLA.2.15B Use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	Ⓢ SLA.3.15B Locate and use specific information in graphic features of text.	Ⓢ SLA.4.13B Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	Ⓢ SLA.5.13B Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
	Reading/Media Literacy Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning and apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:						
		SLA.K.12A Identify different forms of media (e.g., advertisements, newspapers, radio programs) (with adult assistance).	SLA.1.16A Recognize different purposes of media (e.g., informational, entertainment) (with adult assistance).	SLA.2.16A Recognize different purposes of media (e.g., informational, entertainment).	Ⓢ SLA.3.16A Understand how communication changes when moving from one genre of media to another.	Ⓢ SLA.4.14A Explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	SLA.5.14A Explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news).
		SLA.K.12B Identify techniques used in media (e.g., sound, movement) (with adult assistance).	SLA.1.16B Identify techniques used in media (e.g., sound, movement).	SLA.2.16B Describe techniques used to create media messages (e.g., sound, graphics).	Ⓢ SLA.3.16B Explain how various design techniques used in media influence the message (e.g., shape, color, sound).	Ⓢ SLA.4.14B Explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).	SLA.5.14B Consider the difference in techniques used in media (e.g., commercials, documentaries, news).
							Ⓢ SLA.5.14C Identify the point-of-view of media presentations.
				SLA.2.16C Identify various written conventions for using digital media (e.g., e-mail, website, video game).	Ⓢ SLA.3.16C Compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	Ⓢ SLA.4.14C Compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).	SLA.5.14D Analyze various digital media venues for levels of formality and informality.



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2: Writing	Writing/Writing Process Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:						
	IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	SLA.K.13A Plan a first draft by generating ideas for writing through class discussion (with adult assistance).	SLA.1.17A Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas).	SLA.2.17A Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas).	SLA.3.17A Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)	SLA.4.15A Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).	SLA.5.15A Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
		AR SLA.K.13B Develop drafts by sequencing the action or details in the story (with adult assistance).	AR SLA.1.17B Develop drafts by sequencing ideas through writing sentences.	AR SLA.2.17B Develop drafts by sequencing ideas through writing sentences.	AR SLA.3.17B Develop drafts by categorizing ideas and organizing them into paragraphs.	AR SLA.4.15B Develop drafts by categorizing ideas and organizing them into paragraphs.	AR SLA.5.15B Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.
		AR SLA.K.13C Revise drafts by adding details or sentences (with adult assistance.)	AR SLA.1.17C Revise drafts by adding or deleting a word, phrase, or sentence.	AR SLA.2.17C Revise drafts by adding or deleting words, phrases, or sentences.	AR SLA.3.17C Revise drafts for coherence, organization, use of simple and compound sentences, and audience.	AR SLA.4.15C Revise drafts for coherence, organization, use of simple and compound sentences, and audience.	AR SLA.5.15C Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.
		AR SLA.K.13D Edit drafts by leaving spaces between letters and words (with adult assistance.)	AR SLA.1.17D Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.	AR SLA.2.17D Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.	AR SLA.3.17D Edit drafts for grammar, mechanics, and spelling using a teacher developed rubric.	AR SLA.4.15D Edit drafts for grammar, mechanics, and spelling using a teacher developed rubric.	AR SLA.5.15D Edit drafts for grammar, mechanics, and spelling.



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		SLA.K.13E Share writing with others (with adult assistance).	SLA.1.17E Publish and share writing with others.	SLA.2.17E Publish and share writing with others.	SLA.3.17E Publish written work for a specific audience.	SLA.4.15E Revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.	SLA.5.15E Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
	Writing/Literary Texts Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:						
Strand 2: Writing	IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	AR SLA.K.14A Dictate or write sentences to tell a story and put the sentences in chronological sequence.	AR SLA.1.18A Write brief stories that include a beginning, middle, and end.	AR SLA.2.18A Write brief stories that include a beginning, middle, and end.			
					SLA.3.18A Write imaginative stories that build the plot to a climax and contain details about the characters and setting.	SLA.4.16A Write imaginative stories that build the plot to a climax and contain details about the characters and setting.	SLA.5.16A.i Write imaginative stories that include a clearly defined focus, plot, and point of view.
							SLA.5.16A.ii Write imaginative stories that include a specific, believable setting created through the use of sensory details.
							SLA.5.16A.iii Write imaginative stories that include dialogue that develops the story.
		SLA.K.14B Write short poems.	SLA.1.18B Write short poems that convey sensory details.	SLA.2.18B Write short poems that convey sensory details.	SLA.3.18B Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	SLA.4.16B Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	SLA.5.16B.i Write poems using poetic techniques (e.g., alliteration, onomatopoeia).
							SLA.5.16B.ii Write poems using figurative language (e.g., similes, metaphors).



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Strand 2: Writing							SLA.5.16B.iii Write poems using graphic elements (e.g., capital letters, line length).	
	Writing/Writing Students write about their personal experiences. Students are expected to:							
	IV.C.1. Child independently writes some letters on request (not necessarily well-formed).					AR SLA.3.19A Write about important personal experiences.	R SLA.4.17A Write about important personal experiences.	AR SLA.5.17A Write a personal narrative that conveys thoughts and feelings about an experience.
	Writing/Expository and Procedural Texts Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:							
	IV.B.1. Child independently uses letters or symbols to make words or parts of words.	AR SLA.K.15A Dictate or write information for lists, captions, or invitations.						
			AR SLA.1.19A Write brief compositions about topics of interest to the student.	AR SLA.2.19A Write brief compositions about topics of interest to the student.	AR SLA.3.20A.i Create brief compositions that establish a central idea in a topic sentence.	R SLA.4.18A.i Create brief compositions that establish a central idea in a topic sentence.		
							AR SLA.5.18A.i Create multi-paragraph essays to convey information about the topic that present effective introductions and concluding paragraphs.	
					AR SLA.3.20A.ii Create brief compositions that include supporting sentences with simple facts, details, and explanations.	R SLA.4.18A.ii Create brief compositions that include supporting sentences with simple facts, details, and explanations.	AR SLA.5.18A.ii Create multi-paragraph essays to convey information about the topic that guide and inform the reader's understanding of key ideas and evidence.	
							AR SLA.5.18A.iii Create multi-paragraph essays to convey information about the topic that include specific facts, details, and examples in an appropriately organized structure.	



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Strand 2: Writing							AR SLA.5.18A.iv Create multi-paragraph essays to convey information about the topic that use a variety of sentence structures and transitions to link paragraphs.	
					AR SLA.3.20A.iii Create brief compositions that contain a concluding statement.	R © SLA.4.18A.iii Create brief compositions that contain a concluding statement.		
	IV.A.1. Child intentionally uses scribbles/writing to convey meaning.		SLA.1.19B Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).	SLA.2.19B Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).	SLA.3.20B Write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).	SLA.4.18B Write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).	SLA.5.18B Write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing).	
			SLA.1.19C Write brief comments on literary or informational texts.	SLA.2.19C Write brief comments on literary or informational texts.	SLA.3.20C Write responses to literary or expository texts that demonstrate an understanding of the text.	SLA.4.18C Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	SLA.5.18C Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	
	Writing/Persuasive Texts Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:							
				SLA.2.20 Write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.	SLA.3.21A Write persuasive essays for appropriate audiences that establish a position and use supporting details.	SLA.4.19A Write persuasive essays for appropriate audiences that establish a position and use supporting details.	SLA.5.19A Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Oral and Written Conventions/Conventions						
	Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:						
	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	SLA.K.16A.i Understand and use verbs, including commands and past and future tenses when speaking in the context of reading, writing and speaking (with adult assistance).	SLA.1.20A.i Understand and use verbs in the past, present, and future in the indicative mode (canto, canté) in the context of reading, writing, and speaking.	SLA.2.21A.i Understand and use regular and irregular verbs (past, present, and future in the indicative mode) in the context of reading, writing, and speaking.	SLA.3.22A.i Use and understand the function of regular and irregular verbs (past, present, future, and perfect tenses in indicative mode) in the context of reading, writing, and speaking.	® © SLA.4.20A.i Use and understand the function of regular and irregular verbs (past, present, future, and perfect tenses in indicative mode) in the context of reading, writing, and speaking.	SLA.5.20A.i Use and understand the function of regular and irregular verbs (past, present, future, and perfect tenses in indicative mode) in the context of reading, writing, and speaking.
Strand 2: Writing	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	SLA.K.16A.ii Understand and use nouns (singular/plural) in the context of reading, writing, and speaking (with adult assistance).	SLA.1.20A.ii Understand and use nouns (singular/plural, common/proper) in the context of reading, writing, and speaking.	SLA.2.21A.ii Understand and use nouns (singular/plural, common/proper) in the context of reading, writing, and speaking.	SLA.3.22A.ii Use and understand the function of nouns (singular/plural; common/proper) in the context of reading, writing, and speaking.	® © SLA.4.20A.ii Use and understand the function of nouns (singular/plural, common/proper) in the context of reading, writing, and speaking.	SLA.5.20A.ii Use and understand the function of collective nouns (e.g., manada, rebaño) in the context of reading, writing, and speaking.
	II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	SLA.K.16A.iii Understand and use descriptive words in the context of reading, writing, and speaking (with adult assistance).	SLA.1.20A.iii Understand and use adjectives (e.g., descriptive: verde, alto) in the context of reading, writing, and speaking.	SLA.2.21A.iii Understand and use adjectives (e.g., descriptive: viejo, maravilloso) in the context of reading, writing, and speaking.	SLA.3.22A.iii Use and understand the function of adjectives (e.g., descriptive: dorado, rectangular; limiting: este, ese, aquel) in the context of reading, writing, and speaking.	® © SLA.4.20A.iii Use and understand the function of adjectives (e.g., descriptive, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más)	SLA.5.20A.iii Use and understand the function of adjectives (e.g., descriptive, including those expressing origin (gentilicios):(auto francés, dólar Americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor) in the context of reading, writing, and speaking.
				SLA.2.21A.iv Understand and use articles (e.g., un, una, la, el) in the context of reading, writing, and speaking.	SLA.3.22A.iv Use and understand the function of articles (e.g., un, una, lo, la, el, los, las) in the context of reading, writing, and speaking.		
			SLA.1.20A.iv Understand and use adverbs (e.g., time: before, next) in the context of reading, writing, and speaking.	SLA.2.21A.v Understand and use adverbs (e.g., time: antes, después; manner: cuidadosamente) in the context of reading, writing, and speaking.	SLA.3.22A.v Use and understand the function of adverbs (e.g., time: luego, antes; manner: cuidadosamente) in the context of reading, writing, and speaking.	® © SLA.4.20A.iv Use and understand the function of adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho) in the context of reading, writing, and speaking.	SLA.5.20A.iv Use and understand the function of adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho) in the context of reading, writing, and speaking.



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2: Writing		SLA.K.16A.iv Understand and use prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., en, de, por la tarde, en la mañana) (with adult assistance).	SLA.1.20A.v Understand and use prepositions and prepositional phrases ("por la mañana") in the context of reading, writing, and speaking.	SLA.2.21A.vi Understand and use prepositions and prepositional phrases in the context of reading, writing, and speaking.	SLA.3.22A.vi Use and understand the function of prepositions and prepositional phrases in the context of reading, writing, and speaking.	® © SLA.4.20A.v Use and understand the function of prepositions and prepositional phrases to convey location, time, direction, or to provide details in the context of reading, writing, and speaking.	SLA.5.20A.v Use and understand the function of prepositions and prepositional phrases to convey location, time, direction, or to provide details in the context of reading, writing, and speaking.
		SLA.K.16A.v Understand and use personal pronouns (e.g., yo, ellos) in the context of reading, writing, and speaking with adult assistance.	SLA.1.20A.vi Understand and use personal pronouns (e.g., yo, ellos) in the context of reading, writing, and speaking.	SLA.2.21A.vii Understand and use pronouns (e.g., él, su) in the context of reading, writing, and speaking.	SLA.3.22A.vii Use and understand possessive pronouns (e.g., su, sus, mi, mis, suyo) in the context of reading, writing, and speaking.	® © SLA.4.20A.vi Use and understand the function of reflexive pronouns (e.g., me, te, se, nos) in the context of reading, writing, and speaking.	SLA.5.20A.vi Use and understand the function of indefinite pronouns (e.g., todos, juntos, nada, cualquiera) in the context of reading, writing, and speaking.
					SLA.3.22A.viii Use and understand coordinating conjunctions (e.g., y, o, pero) in the context of reading, writing, and speaking.	® © SLA.4.20A.vii Use and understand the function of correlative conjunctions (e.g., o/o, ni/ni) in the context of reading, writing, and speaking.	SLA.5.20A.vii Use and understand the function of subordinating conjunctions (e.g., mientras, porque, aunque, si) in the context of reading, writing, and speaking.
			SLA.1.20A.vii Understand and use time-order transition words (primero, luego, después) in the context of reading, writing, and speaking.	SLA.2.21A.viii Understand and use time-order transition words in the context of reading, writing, and speaking.	SLA.3.22A.ix Use and understand time-order transition words and transitions that indicate a conclusion (e.g., finalmente, por último) in the context of reading, writing, and speaking.	® © SLA.4.20A.viii Use and understand the function and use of time-order transition words and transitions that indicate a conclusion in the context of reading, writing, and speaking.	SLA.5.20A.viii Use and understand the function of transitional words (e.g., también, por lo tanto) in the context of reading, writing, and speaking.
							SLA.5.20B Become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que diga; que dijera).
					® SLA.3.22B Use the complete subject and the complete predicate in a sentence.	® SLA.4.20B Use the complete subject and the complete predicate in a sentence.	® SLA.5.20C Use the complete subject and the complete predicate in a sentence.



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 2: Writing	II.E.3. Child uses sentences with more than one phrase. II.E.4. Child combines more than one idea using complex sentences.	^{AR} SLA.K.16B Speak in complete sentences to communicate.	^{AR} SLA.1.20B Speak in complete sentences with correct article-noun agreement (e.g., la pelota, el mapa, el agua, la mano, el águila).		^{AR} SLA.3.22C Use complete simple and compound sentences.	^{CS} SLA.4.20C Use complete simple and compound sentences with correct subject-verb agreement.	^{AR} SLA.5.20D Use complete simple and compound sentences with correct subject-verb agreement.	
			SLA.1.20C Identify and read abbreviations (e.g., Sr., Sra.).		SLA.3.22D Identify, read, and write abbreviations (e.g., Sr., Dra., Atte.).		SLA.5.20E Identify and read abbreviations (e.g., Sr., Atte.).	
	II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	SLA.K.16C Use complete simple sentences.						
				^{AR} SLA.2.21B Distinguish among declarative, interrogative, exclamatory and imperative sentences.				
Strand 3: Oral and Written Conventions	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:							
	IV.C.1. Child independently writes some letters on request (not necessarily well-formed).	^{AR} SLA.K.17A Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).	SLA.1.21A Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences.	^{AR} SLA.2.22A Write legibly leaving appropriate margins for readability.	SLA.3.23A Write legibly in cursive script with spacing between words in a sentence.	SLA.4.21A Write legibly by selecting cursive script or manuscript printing as appropriate.		
	IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	SLA.K.17B Capitalize the first letter in a sentence.	^{AR} SLA.1.21B.i Recognize and use basic capitalization for the beginning of sentences.					
			^{AR} SLA.1.21B.ii Recognize and use basic capitalization for names of people.	^{AR} SLA.2.22B.i Use capitalization for proper nouns.	SLA.3.23B.iii Use capitalization for official titles of people.			



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Oral and Written Conventions					SLA.3.23B.i Use capitalization for geographical names and places.		
					SLA.3.23B.ii Use capitalization for historical periods.	® © SLA.4.21B.i Use capitalization for historical events and documents.	
							SLA.5.21A.ii Use capitalization for initials and acronyms.
							SLA.5.21A.iii Use capitalization for organizations.
						® © SLA.4.21B.ii Use capitalization for the first words of titles of books, stories, and essays.	SLA.5.21C Use proper mechanics including italics for titles of books.
				® SLA.2.22B.ii Use capitalization for the salutation and closing of a letter.			
				SLA.2.22C Understand that months and days of the week are not capitalized.			
	IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	SLA.K.17C Use punctuation at the beginning (when appropriate) and at the end of a sentence.	SLA.1.21C Recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences.	® SLA.2.22D Recognize and use punctuation marks, including beginning and ending punctuation in sentences.			
			SLA.2.22E Identify, read, and write abbreviations (e.g., Srta., Dr.).		© SLA.4.21D Identify and read abbreviations (e.g., Sr. Atte.).	SLA.5.21A.i Use capitalization for abbreviations.	



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 3: Oral and Written Conventions					SLA.3.23C Recognize and use punctuation marks including commas.	® © SLA.4.21C Recognize and use punctuation marks including commas in compound sentences; colons, semi-colons, ellipses, the hyphen, and em dash.	SLA.5.21B.i Recognize and use punctuation marks including commas in compound sentences.	
							SLA.5.21B.ii Recognize and use punctuation marks including proper punctuation and spacing for quotations and em dash.	
					SLA.3.23D Use correct mechanics including paragraph indentations or "sangrías."			
	Oral and Written Conventions/Spelling Students spell correctly. Students are expected to:							
	III.C.3. Child produces the correct sounds for at least 10 letters.	SLA.K.18A Use phonological knowledge to match sounds to individual letters or syllables.	SLA.1.22A Use phonological knowledge to match sounds to letters and syllables to construct words.					
			SLA.1.22B Use syllable-sound patterns to generate a series of original rhyming words using a variety of ending patterns (e.g., -ción, -illa, -ita, -ito).					
			SLA.1.22C Blend phonemes to form syllables and words (e.g., mismo, tarde).					



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Oral and Written Conventions		SLA.K.18B Use letter-sound correspondences to spell mono- and multi-syllabic words.					
		AR SLA.K.18C Use knowledge of consonant/vowel sound relationships to spell syllables and words in text and independent of content (e.g., CV, ma; VC, un; VCV, oso; CVC, sol; CVCV, mesa).					
		SLA.K.18D Use "y" to represent /i/ when used as a conjunction (e.g. mamá y papá).					
	IV.B. 2. Child writes own name (first name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.	SLA.K.18E Write one's own name.					
			SLA.1.22D.i Become familiar with orthographic patterns including words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro.	SLA.2.23A.i Become familiar with orthographic patterns including words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro.	SLA.3.24A.i Spell words with increased accuracy using orthographic rules including words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro.		
			SLA.1.22D.ii Become familiar with orthographic patterns including words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro.	SLA.2.23A.ii Become familiar with orthographic patterns including words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in loro and cara.	SLA.3.24A.ii Spell words with increased accuracy using orthographic rules including words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro.		



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Oral and Written Conventions			<p>SLA.1.22D.iii Become familiar with orthographic patterns including words that use syllables with silent "h" as in hora and hoy.</p>	<p>SLA.2.23A.iii Become familiar with orthographic patterns including words that use syllables with silent "h" as in hora and hoy.</p>	<p>SLA.3.24A.iii Spell words with increased accuracy using orthographic rules including words that use syllables with silent "h" (e.g., ahora, almohada).</p>		
			<p>SLA.1.22D.iv Become familiar with orthographic patterns including words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita.</p>	<p>SLA.2.23A.iv Become familiar with orthographic patterns including words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita.</p>	<p>SLA.3.24A.iv Spell words with increased accuracy using orthographic rules including words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita.</p>		
			<p>SLA.1.22D.v Become familiar with orthographic patterns including words that have the same sound represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela).</p>	<p>SLA.2.23A.v Become familiar with orthographic patterns including words that have the same sound represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela).</p>	<p>SLA.3.24A.v Spell words with increased accuracy using orthographic rules including words that have the same sound represented by different letters with increased accuracy (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela).</p>		



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Oral and Written Conventions			SLA.1.22D.vi Become familiar with orthographic patterns including words using "n" before "v" (e.g., invitar), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., importante).	SLA.2.23A.vi Become familiar with orthographic patterns including words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar).	SLA.3.24A.vi Spell words with increased accuracy using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar).		
			SLA.1.22E Become familiar with words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-).	SLA.2.23B Spell words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-).	SLA.3.24B Spell words with consonant blends with increased accuracy (e.g., bra/bra-zo-, glo/glo-bo-).		
			SLA.1.22F Use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell.	SLA.2.23D Use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell.	SLA.3.24D Use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell.		
			SLA.1.22G Become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., calor, ratón).	SLA.2.23E Spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción).	SLA.3.24E.i Write with increasing accuracy using accent marks including words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción).	® © SLA.4.22A.i Write with increasing accuracy using accent marks including words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción).	SLA.5.22A.i Spell words with more advanced orthographic patterns and rules including: words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción).
			SLA.1.22H Become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo).	SLA.2.23G Use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo).	SLA.3.24H Use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo).		



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Oral and Written Conventions			SLA.1.22I Become familiar with creating the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices).	SLA.2.23C Spell the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices).	SLA.3.24C Spell with increased accuracy the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., capaz, capaces; raíz, raíces).		
				SLA.2.23F Become familiar with words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol).	SLA.3.24E.ii Write with increasing accuracy using accent marks including words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol).	® © SLA.4.22A.ii Write with increasing accuracy using accent marks including words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol).	SLA.5.22A.ii Spell words with more advanced orthographic patterns and rules including words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol).
					SLA.3.24F Become familiar with words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico).	® © SLA.4.22A.iii Write with increasing accuracy using accent marks including words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico).	SLA.5.22A.iii Spell words with more advanced orthographic patterns and rules including words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico).
							SLA.5.22A.iv Spell words with more advanced orthographic patterns and rules including words that have an orthographic accent on the fourth-to-last syllable (palabras sobreesdrújulas).



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Oral and Written Conventions					SLA.3.24G Become familiar with the concept of hiatus and diphthongs and the implications for orthographic accents (le-er, rí-o; quie-ro, vio).	Ⓢ SLA.4.22B Spell words with hiatus and diphthongs (le-er, rí-o; quie-ro, vio).	SLA.5.22D Correctly spell words containing of hiatus and diphthongs and the implications for orthographic accents (e.g., le-er, rí-o; quie-ro, vio).
						Ⓢ SLA.4.22C Spell base words and roots with affixes (e.g., ex-, pre-, post-, -able).	
						Ⓢ SLA.4.22D.i Spell words with Greek roots (e.g., tele-, foto-, grafo-, metro-).	SLA.5.22C.i Spell words with Greek roots (e.g., tele-, foto-, grafo-, metro-).
						Ⓢ SLA.4.22D.ii Spell words with Latin roots (e.g., spec, scrib, rupt, port, dict).	SLA.5.22C.ii Spell words with Latin roots (e.g., spec, scrib, rupt, port, dict).
						Ⓢ SLA.4.22D.iii Spell words with Greek suffixes (e.g., -ología, -fobia, -ismo, -ista).	SLA.5.22C.iii Spell words with Greek suffixes (e.g., -ología, -fobia, -ismo, -ista).
						Ⓢ SLA.4.22D.iv Spell words with Latin derived suffixes (e.g., -able, -ible; -ancia).	SLA.5.22C.iv Spell words with Latin derived suffixes (e.g., -able, -ible; -ancia).
						SLA.3.24I Differentiate the meaning or function of a word based on the diacritical accent (e.g., se/sé, el/él, mas/más).	Ⓢ SLA.4.22E Differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu).



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 3: Oral and Written Conventions				SLA.2.23H Mark accents appropriately when conjugating verbs in the simple past in the indicative mode (e.g., corrió, jugó).	SLA.3.24J Mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá).	© SLA.4.22F Mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá).	SLA.5.22B Mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá).	
				SLA.2.23I Identify, read, and write abbreviations (e.g., Sr., Dra.).				
							SLA.5.22E Differentiate between commonly confused terms (e.g. porque, por, que, asimismo, así mismo; sino, si no; también, tan bien).	
	IV.B.1. Child independently uses letters or symbols to make words or parts of words			SLA.1.22J Use resources to find correct spellings.	SLA.2.23J Use resources to find correct spellings.	AR SLA.3.24K Use print and electronic resources to find and check correct spellings.	© SLA.4.22G Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.	AR SLA.5.22F Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.
								AR SLA.5.22G Know how to use the spell-check function in word processing while understanding its limitations.



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4: Research	Research/Research Plan Students ask open-ended research questions and develop a plan for answering them. Students are expected to:						
		SLA.K.19A Ask questions about topics of class-wide interest (with adult assistance).	SLA.1.23A Generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (with adult assistance).	SLA.2.24A Generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics.	SLA.3.25A Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic.	SLA.4.23A Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic.	SLA.5.23A Brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.
		SLA.K.19B Decide what sources or people in the classroom, school, library, or home can answer questions about the topic (with adult assistance).	SLA.1.23B Decide what sources of information might be relevant to answer these questions about the topic (with adult assistance).	SLA.2.24B Decide what sources of information might be relevant to answer these questions.	SLA.3.25B Generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	SLA.4.23B Generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	SLA.5.23B Generate a research plan for gathering relevant information about the major research question.
	Research/Gathering Sources Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:						
		SLA.K.20A Gather evidence from provided text sources (with adult assistance).	SLA.1.24A Gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adult assistance).	SLA.2.25A Gather evidence from available sources (natural and personal) as well as from interviews with local experts.	SLA.3.26A.i Follow the research plan to collect information from multiple sources of information, both oral and written including: student-initiated surveys, on-site inspections, and interviews.	SLA.4.24A.i Follow the research plan to collect information from multiple sources of information both oral and written including student-initiated surveys, on-site inspections, and interviews.	SLA.5.24A Follow the research plan to collect data from a range of print and electronic resources in Spanish (e.g., reference texts, periodicals, web pages, online sources) and data from experts.
		SLA.1.24B Use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (with adult assistance).	SLA.2.25B Use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information.	SLA.3.26A.ii Follow the research plan to collect information from multiple sources of information, both oral and written, including: data from experts, reference texts, and online searches.	SLA.4.24A.ii Follow the research plan to collect information from multiple sources of information both oral and written including data from experts, reference texts, and online searches.		



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4: Research							SLA.5.24B Differentiate between primary and secondary sources.
					SLA.3.26A.iii Follow the research plan to collect information from multiple sources of information, both oral and written, including: visual sources of information (e.g., maps, timelines, graphs) where appropriate.	SLA.4.24A.iii Follow the research plan to collect information from multiple sources of information both oral and written including visual sources of information (e.g., maps, timelines, graphs) where appropriate.	
					SLA.3.26B Use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics).	SLA.4.24B Use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics).	
		SLA.K.20B Use pictures in conjunction with writing when documenting research (with adult assistance).	SLA.1.24C Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (with adult assistance).	SLA.2.25C Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	SLA.3.26C Take simple notes and sort evidence into provided categories or an organizer.	SLA.4.24C Take simple notes and sort evidence into provided categories or an organizer.	SLA.5.24C Record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes.
					SLA.3.26D Identify the author, title, publisher, and publication year of sources.	SLA.4.24D Identify the author, title, publisher, and publication year of sources.	SLA.5.24D Identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format.



**Spanish Language Arts – Prekindergarten – Grade 5
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4: Research					SLA.3.26E Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	SLA.4.24E Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	SLA.5.24E Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
	Research/Synthesizing Information Students clarify research questions and evaluate and synthesize collected information. Students are expected to:						
			SLA.1.25A Revise the topic as a result of answers to initial research questions (with adult assistance).	SLA.2.26A Revise the topic as a result of answers to initial research questions.	SLA.3.27A Improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	SLA.4.25A Improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	SLA.5.25A Refine the major research question, if necessary, guided by the answers to a secondary set of questions.
							SLA.5.25B Evaluate the relevance, validity, and reliability of sources for the research.
	Research/Organizing and Presenting Ideas Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to:						
							SLA.5.26A Synthesize the research into a written or an oral presentation that compiles important information from multiple sources.
						SLA.5.26B Synthesize the research into a written or an oral presentation that) develops a topic sentence, summarizes findings, and uses evidence to support conclusions.	



**Spanish Language Arts – Prekindergarten – Grade 5
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4: Research			SLA.1.26A Create a visual display or dramatization to convey the results of the research (with adult assistance).	SLA.2.27A Create a visual display or dramatization to convey the results of the research (with adult assistance).			SLA.5.26C Synthesize the research into a written or an oral presentation that presents the findings in a consistent format.
					SLA.3.28A Draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	SLA.4.26A Draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	SLA.5.26D Synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).
Strands 5: Listening and Speaking	Listening and Speaking/Listening Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:						
		SLA.K.21A Listen attentively by facing speakers and asking questions to clarify information.	SLA.1.27A Listen attentively to speakers and ask relevant questions to clarify information.	SLA.2.28A Listen attentively to speakers and ask relevant questions to clarify information.	SLA.3.29A Listen attentively to speakers, ask relevant questions, and make pertinent comments.	SLA.4.27A Listen attentively to speakers, ask relevant questions, and make pertinent comments.	SLA.5.27A Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective.
	II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.	SLA.K.21B Follow oral directions that involve a short related sequence of actions.	SLA.1.27B Follow, restate, and give oral instructions that involve a short related sequence of actions.	SLA.2.28B Follow, restate, and give oral instructions that involve a short related sequence of actions.	SLA.3.29B Follow, restate, and give oral instructions that involve a series of related sequences of action.	SLA.4.27B Follow, restate, and give oral instructions that involve a series of related sequences of action.	SLA.5.27B Follow, restate, and give oral instructions that include multiple action steps.
							SLA.5.27C Determine both main and supporting ideas in the speaker's message.



**Spanish Language Arts – Prekindergarten – Grade 5
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strands 5: Listening and Speaking	Listening and Speaking/Speaking Students speak clearly and to the point, using the conventions of language and continue to apply earlier standards with greater complexity. Students are expected to:						
	II.B.3. Child provides appropriate information for various situations II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).	SLA.K.22A Share information and ideas about the topic under discussion by speaking audibly and clearly using the conventions of language.	SLA.1.28A Share information and ideas about the topic under discussion by speaking clearly at and appropriate pace and using the conventions of language.	SLA.2.29A Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	SLA.3.30A Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	SLA.4.28A Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	SLA.5.28A Give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
Strands 5: Listening and Speaking	Listening and Speaking/Teamwork Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:						
	II.B.4. Child demonstrates knowledge of verbal conversational rules.	SLA.K.23A Follow agreed-upon rules for discussion, including taking turns, and speaking one at a time.	SLA.1.29A Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	SLA.2.30A Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	SLA.3.31A Participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	SLA.4.29A Participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	SLA.5.29A Participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

